5th Grade- A Modern World- 20th Century

World War 1, Women’s Rights, Great Depression, World War II, Korean/Vietnam/Cold Wars, Civil Right Movement, USA as a World Power

Background

This unit is organized in Backward Design with five essential questions.  The first and last questions are meant to be answered in a simple discussion.  The first question is to hook the students’ interest and the last question is to connect the topic of study to their lives. The three middle questions are the big ideas of what the core covers.

This cover page is a summary of the unit.  If students can answer these essential questions with details through a variety of assessments, they will remember the big ideas long past the end of the unit.  The strategies and activities included are meant to teach students historian and literacy skills.  Good historians, like good readers, observe, infer, analyze primary sources, ask good questions, use background knowledge, make connections, compare and contrast, summarize, understand cause/effect, and use multiple perspectives in their study of history.

One important historian skill is to analyze primary source documents.  These are original sources such as letters, diaries, original maps, sound and video clips taken at the time of an event, photographs, etc.  Analyzing these documents gives students a chance to use historian skills and learn about life at the time of the document through the original source.

For primary source documents and activity sets already compiled with questions, visit [Docs Teach](http://docsteach.org/).  There is also an iPad app called Docs Teach that has ready to use primary sources organized by year and topic.  Another great tool for getting started is found at the [National Archives Website](http://www.archives.gov/education/research/). Whenever a document is presented, students need time to analyze it and make inferences about it.  This can be done through discussion or by completing a document analysis sheet.  These can be found at [Education Tool Box](http://www.archives.gov/nae/education/tool-box.html) on the National Archives site (on the right hand side).  A general document analysis can be found at [5th History- Primary Sources](http://fifthhistory.wikispaces.com/Primary+Sources), called a Document Analysis Disco.

The strategies described can be used to teach and assess the students.  An assessment might be as simple as writing a paragraph on an exit card, or listing the important people in an event.  Through these authentic assessments, students will be better able to discuss history than simply arbitrarily choosing an answer on a multiple choice test.

For more resources on this unit, visit [JHAT, Jr. Standard 5 Resources](http://jhatjr.wikispaces.com/Standard+5+Archives).

Cover Page- Overview

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| Essential Questions | Assessments | Explanation and Resources |
| 1. How do people respond to challenges? | I can effectively engage in a class discussion about challenges and how people respond to them. | To introduce the 20th century, pose the question to the class, “How do people respond to challenges?” Give them time to think about it, share with a partner, then share as a class. Generate a list of possible ways people can respond to difficult situations. Tell the class that you will be studying how the United States changed and faced many challenges in the 20th century. |
| 2. What impact did the social and political movements of the 20th century have on the United States? | I can write a 5-paragraph essay about the impact of the social and political movements of the 20th century. | After studying the movements of the 20th century (see lesson details below), have students choose three movements they think had the greatest impact on the U.S.  The introduction should provide a background with the history of what led to the movements with the thesis as the last sentence. Use those three ideas as the body paragraphs of the essay. The conclusion should restate the thesis, the three movements and close with a thought-provoking statement.  Example thesis: The social and political movements that had the greatest impact on the United States in the 20th Century were the women’s movement, Civil Rights movement, and the New Deal. |
| 3. How did World War I, the Great Depression, and World War II change the United States in the 20th century? | I can write a narrative writing piece in a RAFT that describes the impact of World War I, the consequences of the Great Depression and how World War II led the United States to become a world power. | This assignment requires an understanding of the World Wars and Great Depression and how they influenced the United States. As students are studying these topics be sure to have them keep notes that they can use later (see lesson details below).  A RAFT assignment is a writing assignment, in which students are assigned a role (R), and audience (A), a format for writing (F), and a Topic (T).  The role for this assignment is a person who lived through World War One and World War Two and lost everything in the Great Depression.  The audience is his/her grandchild who was born after World War II. The format is a personal narrative telling how the wars and Great Depression impacted his/her life and the country.  The topic is how World War One impacted the United States, the consequences of the Great Depression, and how World War II led the United States to become a world power. |
| 4. What is the role of the United States as a world power? | I can summarize the role of the United States as a world power in a 5-finger summary. | Have students trace their hand on a paper. This can be done in their notes or another paper if it is going to be turned in. On the thumb and first finger, have students write two roles of the United States as a world power (example: help keep the world safe for democracy by helping other countries set up democratic governments).  On the next two fingers, have them write two problems in the world today and how the U.S. can help. Example: world hunger- the United States can help send extra food to other countries that are starving.  Finally, on the pinky finger, have the students write the most important duty of the United States as a world power, in their opinion. It might be something like help other countries have a good government or keep world peace.  In the palm of the hand, students have 20-30 words to write a summary statement about the role of the United States as a world power. |
| 5. How can you help the world be a better place? | I can brainstorm ways in which I can be a good citizen and help make the world a better place. | Have a class discussion about how the students can make the world a better place. Have them brainstorm alone, share in partners, and create a class list.  Focus on how they can be good community members, citizens of their state and country, and prepare to be future leaders of the world. |

Strategies and Assessments in Detail

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| **Essential Question #2** | What impact did the social and political movements of the 20th century have on the United States? |
| **Assessment** | I can write a 5-paragraph essay about the impact of the social and political movements of the 20th century. |

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| I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| I can read multiple texts and participate in a reader’s theater to complete an exit card about the important people and ideas of the Women’s Movement. | Exit Card | Susan B. Anthony Text [click here](http://www.scholastic.com/browse/article.jsp?id=4973)  Reader’s Theater [click here](http://www.archives.gov/education/lessons/woman-suffrage/script.html)  Index card or half sheet of paper  Women’s Movement Summary [click here](http://www.scholastic.com/browse/article.jsp?id=3753790)  Extension Activity on iPad or in computer lab [click here](http://docsteach.org/activities/62/detail?mode=browse&menu=closed&era%5B%5D=the-emergence-of-modern-america&sortBy=title) | 60-90 min. | First, read the Women’s Movement Summary as a class and together after each paragraph decide the main ideas. Then ask the students if they think people were ever arrested for trying to vote. Read the Susan B. Anthony story about her arrest and unfair trial. Ask them to share in partners what they think about it.  Finally, have students participate in the Reader’s Theater. This uses primary source documents and eyewitness accounts to introduce important people in the Women’s Movement.  Give students an index card or half sheet of paper to do their exit card. Write the topic on the board as follows: Describe two main ideas of the Women’s Movement and two leaders who influenced its outcome.  Extension activity: If you have an iPad, download the free app “Docs Teach” from the National Archives. If not, use the website link. This can be done as a class or individually. Students will view and analyze 11 documents and sort them by those who supported and those who opposed suffrage. This is better as a class unless you have a high group. |
| I can analyze primary sources about the Women’s Movement and Temperance and describe them to a partner. | Primary Resources | Women’s Movement Primary Resource Set | 30-45 min. | Look through the documents and choose the ones you want to use. Review with the class what happened in the women’s movement and tell them that around the same time people thought it wasn’t good to drink alcohol so they made it illegal. Show the documents on temperance and talk about them together. Finally, have students describe the temperance movement to a partner or choose students at random to describe it in their own words. |
| I can read multiple texts and analyze primary source documents to write a summary about Child Labor in history. | Summary | History of Child Labor Text [click here](http://www.scholastic.com/teachers/article/history-child-labor)  Child Labor text and timeline [click here](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html)  Child Labor Primary Source Set  Child Labor Laws [click here](http://employeeissues.com/work_hours_minors.htm) | 30- 45 min. | Print out the texts about Child Labor (or choose the ones you like). Print the pictures from the primary source set or have them ready to project on the screen from your computer.  Ask the children what they think it would be like to work all day (12 hour or more) and not come to school. At first, some will think the idea is wonderful. Tell them that they won’t have new clothes because they can’t afford them and they would get dirty. They can’t go to school because there is not time, so they most likely won’t know how to read and write. They will work in a dirty cotton factory, cloth factory, and mine or out in the fields doing dangerous work that could harm them.  Have students read the History of Child Labor text and view the timeline. Next, print the documents from the primary source set (or project them) and analyze them together. Focus on the age of the child and what he/she is doing.  Finally, use the website for Child Labor Laws to see some of the current laws today that help protect children. |
| I can analyze primary source documents to understand the history of voting rights for African Americans leading to the Civil Rights Movement. | Primary Source Documents | Lesson plan and documents found at [i-civics](http://cdn.icivics.org/sites/default/files/uploads/Jim%20Crow_1.pdf)  Print pages 3-10, the rest are optional.  (optional)  Civil Rights Primary Source Set | 30-60 min. | This is an entire lesson plan about Jim Crow laws in the South starting in the 1800s.  Print the 17-page document and copy pages 3-4 for the students (or project it and read it together). This gives a background to how the laws started.  Give students a copy of page 5 to complete as they view the documents.  Print or project pages 6-10. As you view each set of documents, have the students circle on their paper (pg. 5) which rights were being restricted.  Have a class discussion about African Americans’ rights and why they didn’t have the same rights as whites. Ask the students what they would do if they lived in that time. This is building up for the Civil Rights movement.  Optional worksheets and an answer key are found at the back, if desired.  The Civil Rights Primary Source Set has more sources from the Civil Rights movement to use, if desired. |
| I can read a text and complete a problem/solution chart. | Problem/ Solution Chart | Lesson plan and documents found at [i-civics](http://cdn.icivics.org/sites/default/files/uploads/Road%20to%20Civil%20Rights_1.pdf)- print all 13 pages. | 30-60 min. | Print pages the 13 page document and cut apart the cards on page 9 for each student.  Show students page 3 and answer the “what if” questions together. Copy pages 4-5 (or project for students to read). As they read, ask them to look for the problems and solutions proposed. Next, give them the cards from page 9 and glue to complete page 6. This is a problem/solution chart.  If desired, have students complete pages 7-8 and 10. These pages apply the vocabulary and have students use geography skills to map out where the protests took place. |
| I can read about heroes of the Civil Rights movement and create an acrostic poem about one of them. | Acrostic Poem | Heroes of the Civil Rights Movement [click here](http://www.infoplease.com/spot/bhmheroes1.html)  Civil Rights Leaders [click here](http://library.thinkquest.org/J0112391/civil_rights_leaders.htm)  Acrostic Poem Information [click here](http://college.holycross.edu/faculty/dhummon/acrostics/acrostics.html) | 30-60 min. | Divide the class into groups and have each group read about a Civil Rights Leader: Martin Luther King, Jr., Malcolm X, Rosa Parks, Thurgood Marshall, Ruby Bridges, Homer Plessy, Medgar Evers, and Linda Brown. The information can be found at the two websites listed in the materials section.  After researching and reading about their person, have students create an acrostic poem that tells about how that person contributed to the Civil Rights Movement. Share as a class.  Example: (beginning for Ruby Bridges)  **R**ight when it was hard to go to school  **U**p the stairs went Ruby and into the  **B**uilding to learn and integrate whites and blacks;  **Y**oung and full of courage, she helped change history. |
| I can write a 5-paragraph essay about the impact of one of the social and political movements of the 20th century. | Historical Essay | Notes from studying movements  Lined Paper, pencil | 15 min. plan writing  45-60 min. to write (or spread it out over time) | After studying the movements of the 20th century (see lesson details below), have students choose one of the movements they think had the greatest impact on the U.S. Next, have them brainstorm three reasons why they think that movement had the greatest impact on the United States.  The introduction should provide a background with the history of what led to the movement with the thesis as the last sentence. Use those three ideas as the body paragraphs of the essay. The conclusion should restate the thesis, the reasons for the movement and close with a thought-provoking statement.  Example thesis: The social and political movement that had the greatest impact on the United States in the 20th Century was the Women’s movement because it gave the right to vote, caused the temperance movement, and helped push toward the Civil Rights Movement with more rights for everyone. |

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| **Essential Question #3** | How did World War I, the Great Depression, and World War II change the United States in the 20th century? |
| **Assessment** | I can write a narrative writing piece in a RAFT that describes the impact of World War I, the consequences of the Great Depression and how World War II led the United States to become a world power. |

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| I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| I can view primary sources and make inferences about the causes of World War One. | Primary Sources | Causes of World War One Web (for the teacher)  Causes of World War I Primary Sources Set | 15 min. | Print out the primary source pages from the document and put each set in a folder or staple it together. Copy the discussion questions for each group.  Divide the class into 5 groups, or if you have a large class, divide them into 10 groups and copy 2 sets of each primary source. Organize the groups so that they can pass the documents to another group when they hear the signal.  Give the groups 1-2 minutes to analyze the documents and discussion the questions. Give the signal and have them pass the document set to the next group. Do this until each group has seen all 5 sets and discussed the questions.  Bring the group together and have them talk about their inferences of what caused World War One. This is a great place to introduce the vocabulary. For example, if a student says that ruling over other countries started the war, you can introduce the word “imperialism” to describe it. |
| I can view a PowerPoint presentation, read a text and participate in a four corners debate about the causes of World War One. | Anticipation Guide  PowerPoint  Four Corners Plus Debate | Leading to War PowerPoint  Causes of World War One Anticipation Guide and Text (in one document)  World War I Four Corners Signs | 60-90 min. | This activity is beyond the 5th grade core (it fits better in 6th grade). It is important to set the stage for war to show why the United States did not want to join at first (it was Europe’s war). You can choose your favorite parts of this lesson to do or skip it entirely. The better the students understand the reasons for World War One, the better they will understand World War Two.  The PowerPoint gives an overview of the causes for war. The text gives more detail written on a student level. It does not matter which is done first. The PowerPoint could be an introduction with the text as a review or vice-versa. Note: The PowerPoint contains mostly definitions and questions, but the teacher notes down below give you the information you need to discuss.  Before reading or viewing the PowerPoint, have students complete the Anticipation Guide by following the directions. Students answer what they think about the answers in the left hand column. After reading, they write the correct answer in the right hand column and the number of the paragraph where they found the answer.  After reading, have students read/act out the scenarios of real-life experiences and state which cause of war it matches with.  Scenario 1 is militarism, 2 is imperialism and 3 is alliances.  When finished, participate in a four corners plus debate by hanging the signs around the room. Ask the students to stand by the one that they think was the most influential in starting World War One. Have students talk with the group members about why they are there.  Randomly call on a person from the group to share with the rest of the class. After each group shares, give students time to change groups if their opinion was swayed by the class members' comments.  After having 2-3 groups share, ask students which one they think was the most immediate cause to World War One. Repeat the process of sharing as a group and as a class. Finally, ask them which was their favorite to learn about and have them discuss in a small group and as a class. You can add more questions, if desired.  The important part of the activity is that there is not a right answer. Students are sharing their opinions and supporting them with reasons from their studies. |
| I can analyze primary source documents to determine how World War I affected the United States. | Primary Source Documents | How WWI Impacted the United States Primary Resource Set  Optional activity  Docs Teach website [click here](http://docsteach.org/activities/4941/detail?mode=browse&menu=closed&era%5B%5D=the-emergence-of-modern-america&sortBy=title) | 30-45 min. | Choose your favorite resources from the set to share with the class. Print them out or project them to analyze together. As students analyze, have them think about how the documents show the impact of the war on the United States. Discuss it together as a class.  If desired, in the computer lab or as a class, visit the Docs Teach website and complete the activity: Americans on the Home front Helped Win World War One. |
| I can read about the 1920s and Great Depression and complete an exit card. | Exit Card | Index card of half sheet of paper  1920s and Black Tuesday text [click here](http://www.kidsnewsroom.org/elmer/infocentral/frameset/decade/1920.htm)  1920s fast facts [click here](http://www.kidskonnect.com/subjectindex/16-educational/history/279-roaring-twenties.html) | 30-45 min. | Print the resources or project them to read together as a class. Discuss together about the wonderful inventions and life changes of the 1920s and how it led to people overspending to cause the Stock Market Crash. Introduce the Great Depression and how it changed the country.  Give students an index card or paper and have them answer the question: What was life like in the 1920s and how did it change when the Great Depression started? |
| I can analyze primary sources to determine the impact of the Great Depression on the lives of the people. | Primary Sources | Great Depression Primary Resource Set  More resources [click here](http://www.uni.edu/icss/pathways/Lesson%20Module%20Great%20Depression.pdf)  Children and the Great Depression [click here](http://www.digitalhistory.uh.edu/learning_history/children_depression/help_president.cfm) | 30-45 min. | Choose your favorite documents from the website and resource set to analyze. Do this as a class or divide them into groups and have them analyze a few at a time. Have them focus on life in the 1920s and how it changed after the Great Depression.  Afterward, discuss together how the Stock Market Crash caused many people to move (mass migration) to find work and government programs (New Deal) to help the people. |
| I can read a text and view a PowerPoint presentation to determine the causes and consequences of World War II. | PowerPoint | Causes of WWII text [click here](http://www.scholastic.com/teachers/article/world-war-ii-overview)  World War II PowerPoint [click here](http://www.slideshare.net/janetdiederich/world-war-ii-power-point) | 45-60 min. | Have students read the text from Scholastic to introduce the war. Next, show the PowerPoint and discuss how the war started, ended, and how it affected others.  NOTE: The PowerPoint does not have teacher notes, so if you don’t know what some of the slides are, you may have to do some research or skip it. There is more information than needed in the slideshow, so it would be fine to choose the slides you want. |
| I can read a text about Pearl Harbor and complete a Stop and Write then read primary source accounts of the event and write a short narrative of the event as if I were there. | Stop and Write  Narrative Writing | Pearl Harbor Primary Resource Set  Pearl Harbor Reading [click here](http://www.ducksters.com/history/world_war_ii/pearl_harbor_attack.php)  Stop and Write | 30-60 min. | Give the students the Stop and Write form. Have them complete the first sentence blank with the words “World War II” and write a sentence about something they already know about WWII. Next, have them read the text and complete the Stop and Write with what they learned.  Talk as a class about how this event got the United States involved in World War II.  Next, have students read the primary source accounts of the attack and declaration of war. Give students a paper and ask them to write a short story about Pearl Harbor as if they were there. |
| I can analyze primary source document about World War II to describe how the war impacted America. | Primary Source Documents | World War II Primary Source Documents Set | 30-45 min. | Choose documents from the WWII Primary Source Set to share as a class. Analyze the documents together or in small groups. Afterward, discuss what we learn from the documents about the war and how it affected Americans. |
| I can write a narrative writing piece in a RAFT that describes the impact of World War I, the consequences of the Great Depression and how World War II led the United States to become a world power. | RAFT | Paper  Notes | 15-30 min. to plan writing  30-60 minutes to write | This assignment requires an understanding of the World Wars and Great Depression and how they influenced the United States. As students are studying these topics be sure to have them keep notes that they can use later (see lesson details below).  A RAFT assignment is a writing assignment, in which students are assigned a role (R), and audience (A), a format for writing (F), and a Topic (T).  The role for this assignment is a person who lived through World War One and World War Two and lost everything in the Great Depression.  The audience is his/her grandchild who was born after World War II. The format is a personal narrative telling how the wars and Great Depression impacted his/her life and the country.  The topic is how World War One impacted the United States, the consequences of the Great Depression, and how World War II led the United States to become a world power. |

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| **Essential Question #4** | What is the role of the United States as a world power? |
| **Assessment** | I can summarize the role of the United States as a world power in a 5-finger summary. |

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| I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| I can work with a group to read and present about a possible role for the United States as a World Power, then share my opinion in a survey. | Presentation | U.S. Role in a Changing World Survey [click here](http://www.surveymonkey.com/s.aspx?sm=UX2BRnskJQuTriGBnVmPxg_3d_3d)  The Role of the U.S in the World: Four Futures [click here](http://www.choices.edu/about/documents/usrole_futures.pdf) | 30-60 min. | Ask students what they think the United States’ role should be as a global power. Brainstorm a list together and introduce the following ideas: spreading democracy, supporting rule of law, advocating human rights, and promoting environmental care.  Use The Role of the U.S. in the World: Four Futures lesson plan to introduce four options of what we can do in the future and their pros and cons.  Divide the class into groups and give them each one of the options along with the text.  Future 1: pg. 2-3  Future 2: pg. 4-5  Future 3: pg. 6-7  Future 4: pg. 8-9  Have them read the pages together and come up with an argument for why their option is the best.  Have each group present to the class and try to convince them that their option is the best. They also need to present the cons since the whole class is not reading every option.  Finally, in the computer lab, have students take the U.S. Role in a Changing World Survey to share their own opinion. |
| I can view primary source documents from the Korean and Vietnam Wars and make inferences about their causes and consequences. | Primary Sources | Korean and Vietnam Wars Primary Source Set | 30- 60 min. | Print off your favorite documents from the set and study them as a class. This can also be done in small groups.  Introduce that these wars were different from the last. The United States was going over there to help these countries get their freedom, which is part of our role as a world power. Some people did not agree with this thinking and participated in peace protests.  Because these wars are still recent, you can have students interview people who lived at that time to ask them questions about why the U.S. was involved and if they agreed or disagreed at the time. |
| I can read newspapers to find current world issues and propose a solution of how the United States can help. | Newspapers | UEN lesson [click here](http://www.uen.org/Lessonplan/preview?LPid=23842)  And/or UEN lesson plan [click here](http://www.uen.org/Lessonplan/preview?LPid=23824) | 30-60 min. | Use these lessons as a springboard to discuss the current issues facing the world today. Have students research them and report an idea of what they think the U.S. can do to help. |
| I can read about kids my age and what they have done to help make the world a better place. |  | UEN lesson [click here](http://www.uen.org/Lessonplan/preview?LPid=23847)  Do Something Awards website [click here](http://www.dosomething.org/) | 30-60 min. | Use the lesson plan to introduce how kids can make a difference. Show students the Do Something website and read through the nominees and winners’ projects. Have students design a project that would make a difference in their community. If desired, have them complete the service project. |
| I can summarize the role of the United States as a world power in a 5-finger summary. | 5-finger summary | Paper (notebook) and pencil | 15-30 min. | Have students trace their hand on a paper. This can be done in their notes or another paper if it is going to be turned in. On the thumb and first finger, have students write two roles of the United States as a world power (example: help keep the world safe for democracy by helping other countries set up democratic governments).  On the next two fingers, have them write two problems in the world today and how the U.S. can help. Example: world hunger- the United States can help send extra food to other countries that are starving.  Finally, on the pinky finger, have the students write the most important duty of the United States as a world power, in their opinion. It might be something like help other countries have a good government or keep world peace.  In the palm of the hand, students have 20-30 words to write a summary statement about the role of the United States as a world power. |